



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 12441683  
SAU: MSAD 50  
School: Thomaston Grammar School

### Contents of the Report

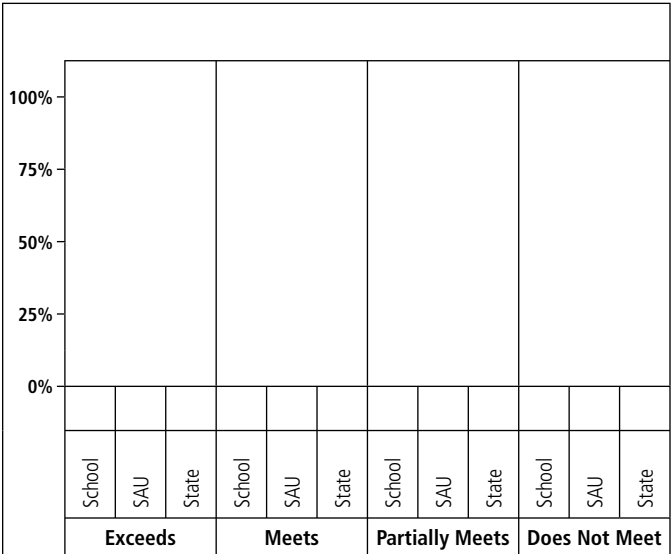
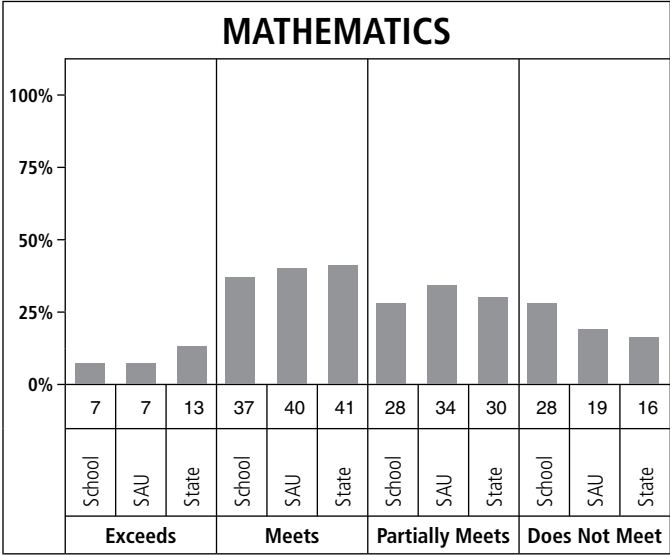
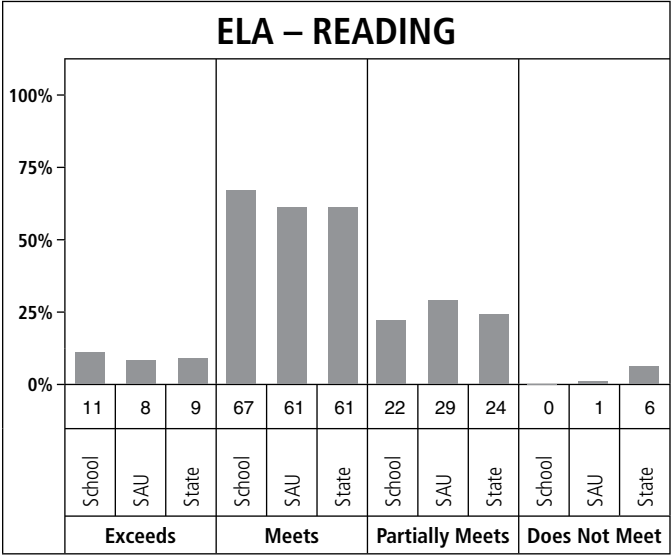
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 6  
SAU: MSAD 50  
School: Thomaston Grammar School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	645 647 <b>648</b> 647	647 648 <b>647</b> 647	646 648 <b>647</b> 647
<b>Mathematics</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	633 635 <b>639</b> 636	637 635 <b>640</b> 638	643 642 <b>643</b> 643



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 6  
SAU: MSAD 50  
School: Thomaston Grammar School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	56	100	83	100	14251	100	56	100	83	100	14150	99	56	100	83	100	14156	100						
<b>Ethnicity</b> African American/Black	1	2	2	2	421	3	1	100	2	100	412	98	1	100	2	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	1	2	1	1	212	1	1	100	1	100	210	99	1	100	1	100	212	100						
Hispanic	1	2	3	4	181	1	1	100	3	100	177	98	1	100	3	100	178	99						
Caucasian/White	53	95	77	93	13309	93	53	100	77	100	13224	100	53	100	77	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	9	16	10	12	2468	17	9	100	10	100	2423	99	9	100	10	100	2426	99						
<b>Current LEP</b>	1	2	1	1	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
<b>Economically disadvantaged</b>	28	50	34	41	5780	41	28	100	34	100	5724	99	28	100	34	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	46	82	71	86	11369	80	46	82	71	86	11373	80						
Identified disability (PET/IEP)	1	2	2	3	355	3	1	2	2	3	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
<b>Participation with accommodations</b>	8	14	12	14	2594	18	8	14	12	14	2605	18						
Identified disability (PET/IEP)	6	75	8	67	1881	73	6	75	8	67	1877	72						
LEP	1	13	1	8	155	6	1	13	1	8	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	1	13	3	25	519	20	1	13	3	25	532	20						
<b>Participation through alternate assessment (PAAP)</b>	2	4	0	0	187	1	2	4	0	0	178	1						
Identified disability (PET/IEP)	2	100	0	0	187	100	2	100	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: MSAD 50  
School: Thomaston Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	4	9	7	10	1132	8
	2007-2008	3	7	5	8	1817	13
	<b>2008-2009</b>	<b>6</b>	<b>11</b>	<b>7</b>	<b>8</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	13	9	19	9	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	20	44	35	49	8127	57
	2007-2008	27	64	41	67	8072	57
	<b>2008-2009</b>	<b>36</b>	<b>67</b>	<b>51</b>	<b>61</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	83	59	127	59	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	15	33	21	30	3549	25
	2007-2008	9	21	12	20	3194	23
	<b>2008-2009</b>	<b>12</b>	<b>22</b>	<b>24</b>	<b>29</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	36	26	57	27	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	6	13	8	11	1478	10
	2007-2008	3	7	3	5	981	7
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>799</b>	<b>6</b>
	Cum. Total*	9	6	12	6	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.6	61.8	33.3	59.5	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.4	62.0	12.0	60.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.2	61.7	21.3	59.2	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: MSAD 50  
 School: Thomaston Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	54	6	11	36	67	12	22	0	0	648	83	8	61	29	1	647	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	1										2						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	1										1						206	18	56	20	6	649
Hispanic	1										3						174	5	55	33	7	644
Caucasian/White	51	5	10	35	69	11	22	0	0	648	77	8	65	27	0	647	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	3	43	4	57	0	0	642	10	0	40	60	0	641	2236	1	30	48	22	637
No	47	6	13	33	70	8	17	0	0	649	73	10	64	25	1	647	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	1										1						322	2	39	37	21	638
No	53	6	11	36	68	11	21	0	0	648	82	9	62	28	1	647	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	27	0	0	19	70	8	30	0	0	645	34	0	65	35	0	645	5617	4	54	33	9	643
No	27	6	22	17	63	4	15	0	0	651	49	14	59	24	2	648	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	54	6	11	36	67	12	22	0	0	648	83	8	61	29	1	647	13959	9	61	24	6	647
<b>Gender</b>																						
Female	24	3	13	17	71	4	17	0	0	648	37	8	70	22	0	647	6743	13	63	20	4	649
Male	30	3	10	19	63	8	27	0	0	648	46	9	54	35	2	646	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	1	11	5	56	3	33	0	0	646	9	11	56	33	0	646	1408	4	41	43	12	641
No	45	5	11	31	69	9	20	0	0	648	74	8	62	28	1	647	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	0										0						636	39	59	2	0	659
No	54	6	11	36	67	12	22	0	0	648	83	8	61	29	1	647	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: MSAD 50

School: Thomaston Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	1	20	1	20	3	60	0	0	643	9	14	29	57	0	643	6	5	47	32	16	642
B. less than one hour	72	4	10	28	72	7	18	0	0	649	70	9	63	28	0	647	59	9	62	24	5	647
C. one to two hours	13	0	0	6	86	1	14	0	0	648	18	0	80	13	7	648	32	11	64	21	4	648
D. more than two hours	6	1	33	1	33	1	33	0	0	647	4	33	33	33	0	647	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	26	3	21	10	71	1	7	0	0	653	24	15	65	15	5	650	31	17	66	14	3	651
B. good	57	3	10	21	68	7	23	0	0	647	51	10	67	24	0	648	48	8	64	23	5	647
C. fair	15	0	0	5	63	3	38	0	0	643	18	0	60	40	0	642	18	2	48	40	10	641
D. poor	2	0	0	0	0	1	100	0	0	634	6	0	20	80	0	638	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	1	6	14	78	3	17	0	0	648	28	4	74	22	0	648	38	13	65	18	3	650
B. They match some of what I have learned.	54	4	14	18	62	7	24	0	0	648	52	12	60	28	0	647	49	8	63	24	5	647
C. They match just a little of what I have learned.	13	1	14	4	57	2	29	0	0	647	16	8	54	38	0	644	10	5	48	36	11	642
D. There is no match.	0										4	0	33	33	33	638	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	17	0	0	6	67	3	33	0	0	643	15	0	50	50	0	642	16	7	52	30	11	644
B. about the same as my regular schoolwork	65	4	11	22	63	9	26	0	0	648	71	9	60	29	2	647	66	10	64	22	4	648
C. easier than my regular schoolwork	19	2	20	8	80	0	0	0	0	652	15	17	83	0	0	651	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	0	0	2	100	0	0	634	6	0	40	60	0	639	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	56	1	3	19	63	10	33	0	0	645	61	4	54	40	2	644	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	41	5	23	17	77	0	0	0	0	653	33	19	81	0	0	653	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	57	5	16	21	68	5	16	0	0	649	46	13	63	21	3	648	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	41	1	5	14	64	7	32	0	0	646	49	5	63	33	0	646	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	100	0	0	0	0	650	5	0	50	50	0	644	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	22	2	17	9	75	1	8	0	0	650	15	17	75	8	0	650	23	15	65	16	4	650
B. 20 minutes to an hour	56	4	13	20	67	6	20	0	0	648	59	10	65	23	2	647	49	10	64	22	4	648
C. less than 20 minutes	9	0	0	3	60	2	40	0	0	644	12	0	40	60	0	641	11	6	58	29	7	645
D. I rarely read at home.	13	0	0	4	57	3	43	0	0	645	15	0	58	42	0	645	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	652	100	0	100	0	0	652						

# MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	6
SAU:	MSAD 50
School:	Thomaston Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	2	4	4	6	2092	15
	2007-2008	1	2	1	2	1474	10
	<b>2008-2009</b>	<b>4</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	7	5	11	5	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	11	24	23	32	5731	40
	2007-2008	14	33	20	33	6008	43
	<b>2008-2009</b>	<b>20</b>	<b>37</b>	<b>33</b>	<b>40</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	45	32	76	35	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	18	40	26	37	4175	29
	2007-2008	15	36	25	41	4244	30
	<b>2008-2009</b>	<b>15</b>	<b>28</b>	<b>28</b>	<b>34</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	48	34	79	37	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	14	31	18	25	2308	16
	2007-2008	12	29	15	25	2346	17
	<b>2008-2009</b>	<b>15</b>	<b>28</b>	<b>16</b>	<b>19</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	41	29	49	23	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	27.4	48.9	28.1	50.2	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	8.5	47.2	9.1	50.6	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	6.1	50.8	5.9	49.2	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	6.8	48.6	6.9	49.3	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	6.0	50.0	6.3	52.5	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: MSAD 50  
 School: Thomaston Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	54	4	7	20	37	15	28	15	28	639	83	7	40	34	19	640	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	1										2						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	1										1						208	18	47	23	12	647
Hispanic	1										3						175	5	31	41	23	638
Caucasian/White	51	3	6	20	39	15	29	13	25	639	77	6	39	36	18	640	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	2	29	4	57	628	10	0	40	20	40	633	2248	3	18	33	46	629
No	47	4	9	19	40	13	28	11	23	641	73	8	40	36	16	641	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	1										1						331	3	22	35	40	631
No	53	4	8	20	38	15	28	14	26	640	82	7	40	34	18	640	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	27	0	0	8	30	8	30	11	41	633	34	0	35	32	32	634	5620	6	33	37	25	637
No	27	4	15	12	44	7	26	4	15	645	49	12	43	35	10	644	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	54	4	7	20	37	15	28	15	28	639	83	7	40	34	19	640	13974	13	41	30	16	643
<b>Gender</b>																						
Female	24	0	0	6	25	11	46	7	29	634	37	5	22	51	22	636	6738	12	40	32	16	642
Male	30	4	13	14	47	4	13	8	27	643	46	9	54	20	17	643	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	0	0	1	11	3	33	5	56	630	9	0	11	33	56	630	1410	3	24	41	32	634
No	45	4	9	19	42	12	27	10	22	641	74	8	43	34	15	641	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	0										0						637	65	32	3	0	665
No	54	4	7	20	37	15	28	15	28	639	83	7	40	34	19	640	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: MSAD 50

School: Thomaston Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	3	60	0	0	2	40	633	9	0	57	14	29	636	6	7	32	28	32	636
B. less than one hour	72	3	8	13	33	12	31	11	28	638	70	7	37	35	21	639	59	13	41	30	16	643
C. one to two hours	13	0	0	4	57	2	29	1	14	643	18	7	47	40	7	644	32	14	41	31	14	644
D. more than two hours	6	1	33	0	0	1	33	1	33	645	4	33	0	33	33	645	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	28	4	27	9	60	1	7	1	7	651	23	21	63	11	5	650	30	27	45	18	9	651
B. good	37	0	0	7	35	6	30	7	35	637	39	6	38	31	25	639	46	9	45	31	15	643
C. fair	30	0	0	4	25	7	44	5	31	633	32	0	27	54	19	635	20	2	29	43	26	635
D. poor	6	0	0	0	0	1	33	2	67	625	6	0	20	40	40	632	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	19	1	10	3	30	3	30	3	30	638	22	11	44	28	17	642	35	18	42	27	13	646
B. They match some of what I have learned.	63	2	6	14	41	9	26	9	26	640	54	7	41	30	23	639	50	11	43	31	15	643
C. They match just a little of what I have learned.	19	1	10	3	30	3	30	3	30	638	20	6	31	44	19	638	13	8	31	36	26	638
D. There is no match.	0										5	0	25	75	0	640	3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	38	0	0	10	50	6	30	4	20	637	37	0	47	37	17	637	32	7	40	34	20	640
B. about the same as my regular schoolwork	57	2	7	9	30	8	27	11	37	638	56	9	33	33	24	640	56	13	42	30	15	644
C. easier than my regular schoolwork	6	2	67	1	33	0	0	0	0	671	7	33	50	17	0	656	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	56	4	13	13	43	8	27	5	17	643	52	12	47	28	14	643	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	41	0	0	6	27	7	32	9	41	634	43	3	31	40	26	637	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	50	0	0	1	50	630	5	0	25	50	25	631	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	6	0	0	0	0	2	67	1	33	629	6	0	0	80	20	633	6	8	29	29	34	635
B. 30–45 minutes	26	1	7	5	36	3	21	5	36	638	23	5	47	21	26	639	33	10	37	34	19	641
C. 45–60 minutes	35	2	11	10	53	1	5	6	32	643	48	10	46	26	18	642	45	15	44	29	12	645
D. more than 60 minutes	33	1	6	5	28	9	50	3	17	637	23	5	26	53	16	637	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	7	2	50	1	25	0	0	1	25	654	6	40	20	20	20	650	9	14	35	29	22	641
B. two or three days a week	11	1	17	3	50	0	0	2	33	644	10	13	63	0	25	644	26	15	40	30	16	644
C. two or three times each month	37	0	0	8	40	6	30	6	30	637	35	0	38	41	21	637	31	13	43	30	14	644
D. never or almost never	44	1	4	8	33	9	38	6	25	637	49	8	38	38	18	640	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	11	0	0	2	33	1	17	3	50	627	15	0	33	33	33	632	17	8	35	33	24	639
B. two or three days a week	24	3	23	6	46	2	15	2	15	649	27	18	50	23	9	647	28	13	42	30	15	643
C. two or three times each month	52	0	0	11	39	9	32	8	29	637	46	3	39	37	21	639	31	15	43	30	13	645
D. never or almost never	13	1	14	1	14	3	43	2	29	637	12	10	20	50	20	637	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	648	100	0	100	0	0	648						